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ABSTRACT

GRADES OR AGES: Grade 2. SUBJECT MATTER: Social studies; analysis of neighborhood patterns. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into five chapters, three of which outline the basic curriculum subunits. These three chapters are laid out in three cclumns, one each for topics, activities, and materials. Other chapters are in list form. The guide is mimeographed and staple bound with a paper cover. OBJECTIVES AND ACTIVITIES: Activities are listed in the central column in each of the three subunit chapters. Each group of activities is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Materials are listed in the third column of each of the three subunit chapters. Each group of materials is related to one or more activities. In addition, Chapter 4 lists audiovisual materials. SUBJECT ASSESSMENT: None. OPTIONS: The guide is prescriptive as to course content. The teacher is free to use other activities and materials than those listed. (RT)

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PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

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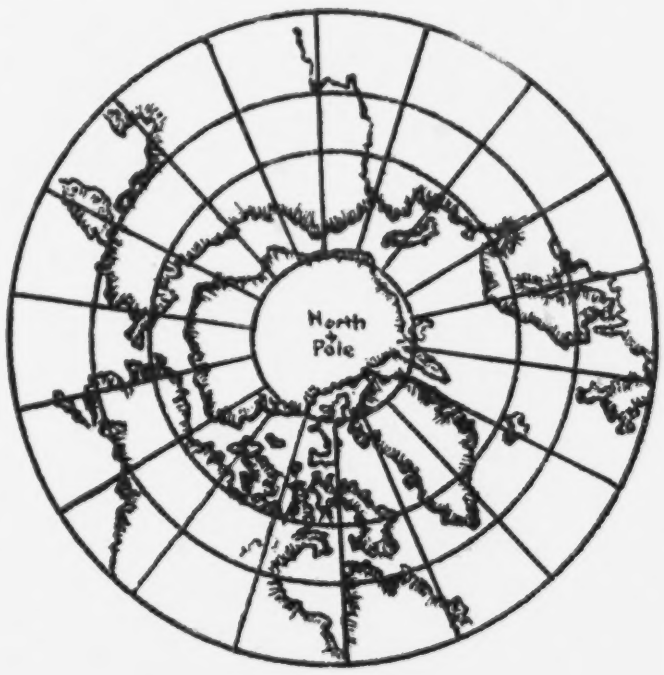
ANALYSIS OF NEIGHBORHOOD PATTERNS RESCURCE UNITS - GR. 2



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

SP007053

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SUGGESTIONS TO TEACHERS

All the questions in these units pertain directly to the aims and generalizations set up for the grade. Each teacher and class will handle these questions and the suggested procedure in any manner that is appropriate to the particular group. The time spent on each unit will vary with the class. A possible schedule for each grade can be found in the Curriculum Guide.

Sixty minutes of actual social studies instruction can be augmented by correlating the curriculum with other subjects such as art, music, and language. Instruction on map and globe skills should be kept formal.

As reading is often a problem much of the material will be covered through discussion, audio-visual materials, and activities such as Role-Playing, trips, and walks. If some children are ready to do some independent research let them do so. There are ten sets of the Rhode Island slides; therefore, there should be no problem in ordering when needed.

UNIT I.

AIM: To establish the functions of a neighborhood through the investigation of various types of neighborhoods in Providence.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is a neighborhood?	An introduction to this unit could be this poem: The Neighborhood (D. Strobeck) The neighborhood is many things, But first it is a <u>place</u>: Where people live, or work or play, For whatever purpose is the case. Neighborhoods everywhere have <u>people</u>, <u>land</u>, <u>buildings</u>, <u>purposes</u>. The following diagram can be used with the overhead projector or put on the board or a chart. Neighborhood ↓ People — <u>Place</u> (land, buildings) — Purposes People are in a place: to live; to work; to learn; for recreation; for medical needs; for shopping People move from one neighborhood to another for different purposes. The record illustrates different neighborhoods.	Filmstrips, Films and Slides are listed in the Appendix. Records are in the school library SRA-#T's RU <u>Neighbors at Work</u> pp. 25-32 Poems-pp.41-44 P's Copy Poem-pp. 16-13 Film Filmstrips SRA-Record "What is a Neighborhood?"

*SRA-Teacher's Resource Unit

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How and why are neighborhoods different?	There are neighborhood groups all over the world. Read these pages from the Benefic or SRA books to the class - showing pictures and discussing the material. Recall that people are in neighborhoods (places) for different purposes. The pages should be torn from the Picture - Study Pad and may be used any time for role playing or discussion about people in neighborhoods. Refer to the Bushmen of the Kalahari Desert, Africa. This may have been studied in Grade I and should help the children visualize a neighborhood entirely different from their own. These people are completely dependent upon themselves and spend their entire lives providing their basic needs.	Globe Benefic: You and the Neighborhood pp. 5-21;133-141 SRA: Neighbors at Work Pupil's Copy pp. 4-21 Filmstrips Film Holt: Picture - Study Pad Appendix A-Bushmen National Geographic June '62 Bushmen

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the different purposes of neighborhoods?	We will study three kinds of neighborhoods. Residential A neighborhood where most of the land is used for houses. Commercial A neighborhood where most of the land is used for stores, banks, offices. (People usually produce services.) Industrial A neighborhood where most of the land is used for factories. (People usually produce goods) Read and discuss this material with the class. When there is understanding of these different kinds see if children can see for themselves that most city neighborhoods are a combination of two or three kinds. A neighborhood may have many different purposes. Make three small boards Residential-Commercial - Industrial or a neighborhood which combines all three. Use slides to show neighborhoods in Rhode Island. Take 4 - 5 weeks for this question.	SRA-T's RU Neighbors at Work "Houses in the Neighborhood" Suggestions - pp. 112-120 Stories pp. 121-122;125-129 "Stores in the Neighborhood" Suggestions - pp. 133-139; Stories - pp.140-146 Poems - p. 147 "Factories in the Neighborhood" Suggestions - pp. 149-156 Stories - pp.157-162 SRA-P's Copy "Houses - pp. 70-79 "Stores" - pp. 80-89 "Factories"- pp. 90-107 Records - "Houses Stores, Factories Appendix B Producers and Consumers Slides Films

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Activity for kinds of Neighborhoods 1. Divide class into 3 groups - 1 draws houses 1 draws businesses 1 draws factories Each child cuts out his building. 2. Let one child from each group letter or cut out a sign indicating kind of neighborhood. Place these signs around the room. 3. Chose a few children at a time to take their buildings to the proper Neighborhood sign. 4. To illustrate that neighborhoods are combinations of two, or more kinds of neighborhoods. Make signs that say Residential-Commercial or Industrial-Commercial or Residential-Commercial-Industrial Have a few children take their buildings to the correct sign. (Magazine pictures may be used)	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What can we look for in a neighborhood?	Have class suggest things that might be in a neighborhood. Make a chart. Suggestions 1. People 2. Houses 3. Stores - food, clothing, furniture, second hand, drugs 4. Schools 5. Library 6. Churches 7. Hospital 8. Doctor's Officers 9. Police Station 10. Fire Station 11. Restaurants 12. Transportation } buildings 13. Communication 14. Public Utilities 15. Factories 16. Parks, Playgrounds Discuss how these could be grouped - People, Land, Buildings, Purposes. Take <u>You and the Neighborhood</u> to show how to use a table of contents.	Benefic: <u>You and the Neighborhood</u>

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What do we find in our school neighborhood?	Walk around the school neighborhood having the children look for specific things from their charts. Questions 1. What things from our chart did we see? 2. What was missing in this neighborhood? 3. What did we see that was not on our chart? 4. What does this neighborhood provide for the people who live there? 5. What else do they need? 6. What are the purposes of this neighborhood? After returning to school a simple map of the neighborhood could be made with a map symbol key. (Cut paper, paint or crayon). Our School Neighborhood Suggestions for map symbols. 1. Use colors for symbols (Houses - yellow Schools - red Churches - green Stores - blue, etc.) 2. Use shapes for symbols.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	The filmstrip "Maps, What Are They?" and "The Talking Map" (record and Map) are very interesting to children. The books are helpful. Designate the purposes of this neighborhood such as: Residential - Houses Commercial - Stores Industrial - Factories Questions to discuss: 1. What was this neighborhood like long ago? 2. How has it changed? 3. Why has it changed? 4. What will happen in the future? Try to find someone in the neighborhood as a resource person. Look for historical landmarks around the school.	Filmstrip Hammond: Talking Map Benefic: How We Use Maps and Globes Hammon: My First World Atlas Laidlaw: Communities and Social Needs pp. 78-85 SRA: T's RU pp. 31-33

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What do we find in the neighborhood where we live?	This question may be done in conjunction with the previous one. These neighborhood reports will probably be very similar but, hopefully, some children will come by bus and can bring a description of different neighborhoods. <u>Questions</u> 1. How does this neighborhood differ from the school neighborhood? 2. What does this neighborhood provide for the people who live there? 3. What else do people here need? 4. What are the purposes of this neighborhood? The teacher may need to describe her own neighborhood to show variety. Someone may describe neighborhoods he has visited. Use the R.I. slides of neighborhoods.	SRA - T's RU pp. 33-44 Stories and Poems

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is a city?	A city has many different neighborhoods. Residential Commercial Industrial and usually combinations of two or more of these. A city is crowded with people and buildings. There is very little unused land. Develop the idea of several neighborhoods combined to make a city in order to have materials services, and means of obtaining basic needs; to provide government, safety protection, means of transportation and communication; and to provide a variety of jobs, churches of many denominations, schools, stores, recreational and medical facilities. Providence is a city. This question should be taken briefly as an introduction to the next unit.	Journal Pictures "City" Holt: Picture-Study Pad Teacher Reference SRA-T's RU 'What is a City?' pp. 15-21 Song p. 27 "Why a City Is Where It Is" pp. 28-37 Marketplace of Goods and Services pp. 40-41

UNIT II.

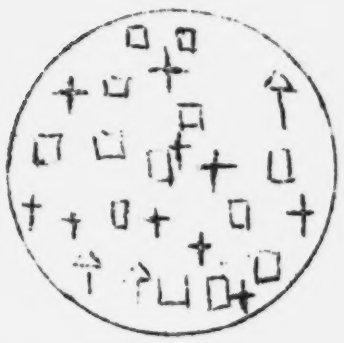
AIM: To introduce the concept of Urban, Suburban and Rural areas.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What can we learn about Rhode Island from a map?	Show the class the map of Rhode Island. Locate various areas such as: cities and towns water bodies recreation areas Explain that Rhode Island has many neighborhoods. They are <u>places</u>. They have different <u>purposes</u>. Have the children write letters to the Rhode Island Development Council for materials. Send one. Introduce these terms: Urban Suburban Rural For a simple definition of these terms we could say: 1. Urban Area-is land that is crowded with people and buildings (cities) 2. Suburban Area-is land that is outside of the city and is less crowded 3. Rural Area-is land that has few people and buildings (farms, recreation)	Rhode Island Road Map Rhode Island Development Council Folders Journal Pictures Rhode Island Slides Films, Filmstrips and slides are listed in the Appendix.

ACTIVITY FOR URBAN AND RURAL AREAS

URBAN AND RURAL AREAS

URBAN (cities)



Key

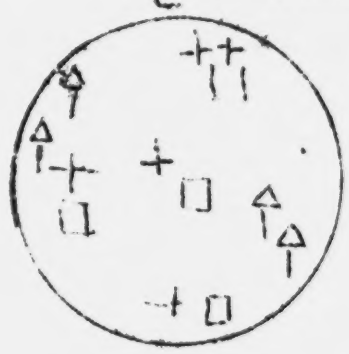
+ - people

□ - buildings

↑ - trees

- land

RURAL {farms, woods, recreation



Cities are an Urban area where there are many people living close together.

There are many buildings - houses, stores, factories, banks, schools, etc.

There is very little unused land.

There are not many trees.

Land with no buildings can be used for parks, playgrounds and yards.

A rural area has fewer people and buildings.

It is usually far from the city.

There is more unused land.

There are more trees.

Land with no buildings can be used for farms, woods, and recreation areas.

Understanding

The same amount of land would be used in different ways in Urban and Rural areas.

This could be used to introduce the terms Urban and Rural using a chalkboard or overhead projector.

Demonstrate this with questions as you are placing symbols.

Urban Q. What is happening as I add people and buildings?
A. (It's getting crowded, close together, etc. - there isn't much unused land.)

Rural Q. How is this different from the Urban Area?
A. (It has less people and buildings. There is more land for trees, farms, recreation areas.)

Q. What can we do with all this land?
A. (It could be farms, recreation areas - unused -)

Use Rhode Island Slides, Urban and Rural Area pictures.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	When class has some understanding of Urban and Rural introduce Suburban. To demonstrate these terms you might try this suggestion. Combine all the children from 2 classrooms. Each child represents a family or a building. This illustrates the crowded conditions of an urban area - a city. Next move half the children out to illustrate a suburban a area where there are fewer people and buildings but the same amount of land. Next move all but three or four children out to show a rural area with people and buildings far apart but the same amount of land. This could be rural Rhode Island. Lastly remove all but one child to illustrate a huge rural area such as where the Bushman family lives in Africa or a state like Montana. If you have a mural of Residential - Commercial-Industrial neighborhoods let the children move houses, stores, factories etc. into one section so that it becomes crowded. This is Urban. One section which remains will be less crowded with buildings. There will be more space. Add trees, or a farm, or a recreation area or a beach. This is Rural.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is an urban area like?	Introduction could be the S.R.A. Poem on p. 75 "City Child" The recorded lesson "Big-City Neighborhoods" gives the below average reader an opportunity to learn from listening not reading. Discussion questions are always found in the Teacher's Resource Unit (p.61 for this lesson). These records can be used independently by a small group later for review. The materials will show the concentration of population and the benefits as well as the difficulties of living in an urban area. Culminating activities: SRA-Teacher's Resource Unit-stories pp. 66-75; 56-58. One or more of these stories can be read to the class to show how people from different countries settled in certain neighborhoods. "Chinatown Neighborhood" is especially interesting. Collect magazine pictures and make a scrapbook "City Neighborhoods." Start reading Living As Neighbors to the class one chapter at a time. The Picture Study Pad may be used with it or separately.	SRA-Record "Big-City Neighborhoods" Record Guide p.7 SRA-Neighbors at Work T's RU pp. 61-66 Poem-p.75 Culminating Stories pp. 56-58; 66-75 SRA-Pupil's Copy pp.32-35;39-41; Story pp. 36-38 Benefic: How People Live in the Big City Benefic: You and the Neighborhood pp. -62;65-67; 123-[illegible]7 Laidlaw: Communities and Social Needs pp. 37-47 Study Prints Filmstrips Films Magazines Holt: Living As Neighbors Holt: Picture-Study Pad

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Why is Providence an urban area?	Establish the fact that Providence is a city and a city is an urban area made up of many different kinds of neighborhoods - Residential Commercial Industrial A bus trip around Providence is the best way to study this question. Arrange it with your principal early in the year. Prepare for the trip by having the class make a list with a title such as: What Makes a City? Refer to the chart made for neighborhoods and the materials used in the last question. Use the slides and Journal pictures of Rhode Island. Let the class chose which are Urban areas.	Journal Pictures of Rhode Island Teacher Reference: League of Women Voters - Providence, Inc. Booklet on Providence by Marion Wright. (Grade Four) A Bus Trip Rhode Island Slides

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	What Makes a City? 1. Many kinds of houses - single family, housing projects, apartment buildings. 2. Elementary schools, high schools, colleges. 3. Many churches 4. All kinds of stores. 5. Office buildings 6. Big industries 7. Factories 8. Police and Fire Stations 9. Post Offices 10. Banks 11. Newspaper Office 12. City Hall 13. Court House 14. Hotels 15. Parks, playgrounds 16. Recreational Centers 17. Museums 18. Theaters 19. Libraries 20. Restaurants 21. Telephone Company 22. Gasoline Station 23. Doctors' Offices 24. Hospitals 25. Heavy traffic - cars, taxis, buses, trucks 26. A railroad 27. A port 28. Many people - of all ages, speaking different languages, having different colored skin, having different customs. Save this chart for Unit III	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Before the trip divide the list so that each child has a few specific things to look for and report on later. After the trip Did the class observe the different kinds of neighborhoods in the city? Can these young children begin to see some of the many problems as well as the opportunities for people who live in a city like Providence? Suggestions: 1. housing 2. air pollution 3. litter 4. traffic 5. schools-problems and opportunities 6. many services 7. variety of jobs (producers of goods and services) 8. choice of places to worship 9. good hospitals 10. wide scope of recreational facilities 11. the need for taxes and some form of government Chose a problem such as: "How do the people in Providence get their food?" "What can we do about litter?" "What happens when old houses are torn down to make room for highways and new buildings?" This may be very simply and briefly discussed in one or two lessons depending upon the interest and ability of the group.	Reference - Ginn: Your Towns and Cities pp.49-68;37-41 SRA-T's RU Cities at Work "Keeping Cities Up To Date" pp. 147-155

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	The culminating activity could be to construct a small model of the city or Have a simple play, puppet show or quiz program called "I am a worker in Providence" Examples: Child says: -"I am a worker in Providence - I am a nurse. Do I produce goods or a service?" -"I am the mayor. Do I _____?" -"I work in a jewelry factory Do I _____?" -"I drive a school bus. Do I _____?" -"I am a lawyer. Do I _____?" -"I work in a store Do I _____?" -"I make bread in a bakery. Do I _____?" Write simple group or individual stories or poems on: "I live in the city"	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is a suburban area like?	The Filmstrips on Suburban Neighborhoods or the record (SRA) "Suburban Neighborhoods" could be an introduction to this question. Use the record as suggested in the last question as a preview and a review. Through the record, filmstrips and books can the children form some conclusions about the suburbs such as: 1. People who work in the city sometimes live in the suburbs to overcome crowded city living. 2. Doctors' offices, restaurants, theaters and shopping centers where people can buy practically everything they need make it unnecessary for people to go into the city except from choice of work. 3. With so many businesses, including factories and other big industries, moving to the suburbs more people are employed there. (SRA-Pupil's Copy story p. 46) 4. Overcrowded cities force people and businesses to build new suburbs. 5. If more houses, stores, offices, and factories are built the suburb may become a city or part of the urban area. "The New Suburb" shows the development of a suburb. The SRA Teacher's Resource Units has many good suggestions. The stories can be read to the class to culminate the question. "Stand Up for the Suburb" the game on p. 80 or making up a little play about "Green Meadows Park" (pupil's copy p. 46) will give the children something to do.	SRA-Record "Suburban Neighborhoods" SRA-Neighbors at Work pp.42-45; 49-51;Story p.46 Teachers R.U.: SRA: pp. 78-83; Stories pp .84-89 Filmstrips Film Ginn: Your Towns and Cities pp. 111-132

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Where can we find suburban areas in Rhode Island?	This section will be difficult for many of our children. Visits to Lincoln Woods or a Shopping Center like Midland Mall may be the limit of their experiences outside of Providence. From pictures and experiences can children see that in our suburbs we could have all three kinds of neighborhoods with special emphasis on residential? Have the children been to places such as Barrington, East Greenwich, Johnston, Smithfield? Use the Journal pictures and slides. Let the class chose which are suburban areas.	Journal pictures of Rhode Island Rhode Island Slides

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is a rural area like?	Review the definition of rural explaining that often a rural area consists of farms and nearby small towns. The three kinds of neighborhoods in a rural area will be different from those in an urban area. A rural neighborhood will be wide-spread with neighbors often far apart. Stores in a nearby village or town will provide the commercial neighborhood. Possibly one or two factories will move to a rural area. (Reasons the same as in Suburbs-cheaper land, etc.) Develop the idea that people who live in rural areas often work there especially in a farm community. But new superhighways make it feasible for people to live in the country and drive to work in the city.	SRA-Record "Farm Neighborhoods? SRA-T's RU pp. 46-51;90-98 Stories-pp.52-58 SRA-Pupil's Copy pp. 22-31;52-69 Laidlaw: Communities and Social Needs pp. 28-36;57 Filmstrips

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Where can we find rural areas in Rhode Island?	Rhode Island's rural areas consist mostly of truck farms, dairy farms, poultry farms, orchards, woods and recreational areas. Some of the rural areas such as Narragansett, Charlestown, Glocester, Foster, Burrillville, Black Island, Jamestown and Aquidneck Island could be shown on the map. In places where there are large rural areas people have less contact with the city than in a state like Rhode Island where there are no really large farm neighborhoods and the rural areas are so close to the Metropolitan area of Providence. With such a small state many people live in rural areas and commute to work in suburban or urban areas. Many new industries are moving from our urban area to the rural areas. Ex. of industries in Rural R.I. Industrial National Bank Computer Center Glocester (underground) Fireman's Mutual Insurance Co. Testing Center - Clocester (fire danger) Some examples of Recreational Areas. Lincoln Woods Diamond Hill State Park Goddard Park Burlingame State Park Arcadia State Forest Pulaski Memorial State Park Sand Hill Cove Beach Scarborough State Beach Narragansett Pier Green Hill Quonochontaug Galilee Fishing Village	Rhode Island Map Rhode Island Slides Rhode Island Development Council Material Personal slides, movies, snaps, postcards. Journal Pictures Rhode Island

UNIT III.

AIM: To determine the essential similarities and differences of various cities around the world.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How are cities the same?	Have the children refer to their list <u>What Makes A City</u>? This should apply to cities everywhere not just Providence. All cities will have 3 kinds of neighborhoods: Residential Commercial Industrial	
How are cities different?	Stress that although all cities are basically the same many factors account for their differences. Suggestions: 1. geographic location 2. climate 3. land formation 4. natural resources 5. size 6. means of transportation 7. main purpose - education commerce industry recreation government 8. problems 9. age	Globe Map
	The material "What Numbers Can Tell Us About Cities" has good suggestions about comparing cities. This could be read to the class and discussed. The poem or song "What is a City?" can be used for similarities.	SRA-T's RU <u>Cities at Work</u> pp. 22-24 "What Numbers Can Tell Us About Cities" p. 27 Poem

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What can maps and globes tell us about these cities? Providence Washington,D.C San Francisco London Tokyo Amsterdam	This unit will provide an opportunity for the class to work on map and globe skills. Use the world map and a globe to help locate these cities. Decide which will be more helpful. Review the Talking Map. Borrow enough of these books from another room so that a large group can work at one time. How We Use Maps and Globes My First World Atlas Communities and Social Needs (Unit 4 Maps and Globes) Have each child look in his book for answers to specific questions. The ability of the class to work independently will determine the questions. In Grade II this is just an introduction to maps so spend approximately 1-2 weeks on it. Use any other cities that will be of interest to a particular class.	Globe World Map Hammond: Talking Map Hammond: My First World Atlas Benefic: How We Use Maps and Globes Laidlaw: Communities and Social Needs Unit 4 pp.78-101 Library

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
WASHINGTON, D.C.	As Washington, D.C. is familiar to most Second Graders, ask the children what they know about Washington. Show the Filmstrip or Film about Washington or use personal slides or movies. Do they realize that the main purpose of this city is government but that it still fulfills the requirements of any city? The chapter "Washington, D.C. Our Country's Capital" in Your Towns and Cities can be read to the class. This is an excellent example of a well-planned city. Select a few questions for comparison with Providence such as: 1. What are the problems of this city? - traffic, housing, etc. 2. What is its main purpose? 3. What is the land formation? 4. What makes Washington a city? Send some children to the library to get books on Washington, D.C. A few children could read the library books and Communities and Social Needs and report to the class. If any children have been to Washington they will want to share their personal experiences.	Film W-32 "Washington the Capital City" Filmstrips SS-W-11 "Washington, D.C." SS-M-1-e "Washington, D.C." Study Prints T II-SP-36-a-s Personal Pictures folders, etc. Ginn: Your Towns and Cities pp. 158-175 Laidlaw: Communities and Social Needs pp.48;201-205 Teacher Ref. SRA: T's RU Cities at Work pp. 61-63 National Geographic December, 1964

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
SAN FRANCISCO	Read the story "The Magic City" (SRA-T's RU pp. 21-22) to the class. Take some of the questions asked in the story such as: Do you like old things? Do you like hills? Do you like large and small things? and compare San Francisco with Providence. In what ways are these two cities the same and different? "The Big City" in Your Towns and Cities has a very simple and interesting description of San Francisco. Children who can read independently on this level could read the material and report to the class. The teacher can read the material to the class to stimulate discussion. Send two or three children to the library for books on San Francisco.	SRA-T's RU. Cities at Work pp. 21-22 Personal slides folders, etc. Ginn: Your Towns and Cities pp. 10-48 Teacher Reference National Geographic May, 1966 August, 1956 Library Macmillan This Is San Francisco.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
LONDON	In discussing "Cities Around the World" we might take London first because its similarities with Providence would be the common purpose of the two cities-manufacturing and the common language, English. The interesting contrast might be the short history of Providence in comparison with the age of London. As the concept of time is difficult for young children to comprehend we could tell how very old London was when Columbus discovered America and when the Pilgrims came here. Laidlaw mentions the Tower of London as being 900 years old. The oldest building in Providence could be only about 300 years old, if one were still standing. The following are a few suggestions for what the children could learn about London. London is located on the island of Great Britain and is about 2000 years old. It is one of the largest cities in the world and a great manufacturing center. It is also a center of government, religion, world banking and culture. There are numerous theaters, orchestras, museums and parks. London was once many small villages but an increase in population, new buildings, improved transportation (especially in railroad) and many factories took the place of farm lands. To control the growth of London the government has established an area around the city called the "greenbelt." In this area no houses or factories can be built. The farms supply fresh food to London. Also it provides a recreational area just outside the city for the people who live in London.	Teacher's Ref. SRA:T's RU <u>Cities at Work</u> p. 198 "The City That Swallowed Villages" pp. 205-206 "New Town-Stevenage" Laidlaw: <u>Communities and Social Needs</u> pp. 177-185

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	The majority of people live in apartment houses and those who live in their own houses have very little land. London was not a "planned city" like Washington, D.C. and the old, narrow winding streets slow down transportation. To facilitate travel within the city there are subways, double deck buses, and river taxis. Hyde Park and Regents Park are very lovely. The material about London in Communities and Social Needs can be read to the class or by some of the class. Each child could report on one specific question previously planned by the whole group. For instance: 1. What kind of houses do people in London live in? 2. What kind of transportation do they have? 3. What are the parks in London? Culmination Read the stroy on p. 205 in Teacher's RU Cities at Work "New Town - Stevenage". Use the suggestions on p. 185 in Communities and Social Needs "Things to Do" Ask questions such as: "What place in Providence is like Hyde Park or Regents Park in London? "How can a city prevent overcrowding?" "How can we compare transportation in London, Providence, Washington, D.C., San Francisco?" The time spent on this city and the others to follow will depend upon the children's interest, and what additional books, pictures, travel folders, etc. that are provided by the teacher and the individual children.	Library Macmillan: This is London Travel Press: Let's Travel in England Watts: First Book of England National Geographic June, 1961 June, 1966

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
TOKYO	Tokyo will be in sharp contrast to the Japanese rural village that the class may have studied in Grade I. Tokyo is the capital and principal city in Japan. It is one of the largest, busiest, noisiest, most crowded cities in the world. Here modern buildings, factories and means of transportation are combined with traditional Japanese houses, and workshops where beautiful hand made things are still produced. Ginza Street or the Ginza located in the one central business core, is one of the busiest streets in the world. Here there are numerous banks, department stores, public buildings and office buildings. Open shops and stalls are mingled with these modern buildings. Japanese factories are producing medical instruments, electronic equipment, leather and rubber goods, textiles, sewing machines, radios, cameras, bicycles and toys. The last four will interest the children. Beyond the central business section are combined residential-industrial-commercial neighborhoods where there are small factories, shops and houses. Often the place of business and the house are combined. Overcrowded housing and transportation are two of the major problems common to the majority of large cities. Tokyo is the perfect example of this.	Tea Teacher Ref. Benefic: How People Live in Japan Laidlaw: Understanding Japan Filmstrips SS-C-45 "City Life in Japan" SS-J-6 a-h SS-L-4-b "Living in Japan" SS-L-15-e "Japanese Workshops and Factories" E-T-ZC "Lost Ring Silver Burdett: Pictures- "Japan" T II (67) SP-90-a-1 Film J-206 "Japan: Sheenya of the City"

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	The Japanese' love of beauty is shown even in the most crowded living conditions. There is always an alcove somewhere that contains something lovely. If possible a tiny garden is a beauty spot. Information about Tokyo can be found in Communities and Social Needs. This can be read by the teacher and discussed or read by a few children and a report given to the class. Use Filmstrips. Things to Do on p. 176 are interesting. 1. Can the class see the similarities and differences between Tokyo and London? Tokyo and Providence? 2. Providence is a manufacturing city like Tokyo, what do we manufacture? 3. Try some Japanese art - its simplicity and beauty can be appealing to the children. 4. Design some beautiful Japanese kimonos. 5. Make Japanese kites. 6. Find stories about Japan in the library. 7. Bring to class things marked "Made in Japan".	Laidlaw: Communities and Social Needs pp. 167-178 SRA. Neighbors at Work T's RU Story pp. 123-125 Library Travel Press: Let's Travel in Japan Watts: First Book of Japan Follett: "Noriko" Girl of Japan Life World Library: Japan National Geographic October 1964

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
AMSTERDAM	Amsterdam is a fascinating city to children. They will see a sharp contrast between this city and Tokyo. Here there is a calmness and charm that is rarely found in large cities. The problems are not such things as congested housing and industrial sections or air pollution but the actual scarcity of land. As much of the land is below sea level, dikes are built to hold back the North Sea and canals are made to drain off the water. The land between, the polder , is used for roads and farming. All buildings in Amsterdam must have strong foundations of wood or concrete piles. The canals serve as one of the chief sources of transportation. Tourists particularly are fond of taking a boat ride to see the lovely old buildings along the banks. Once these were beautiful homes but now they serve as office buildings, banks and consulates. There are many houseboats where people live while their new houses are being built in the new part of the city which is well planned and pleasant. The canals are lined with trees and there are many bridges each with a different design. Barges constantly transport goods. In winter when the water freezes entire families go skating.	Filmstrip SS-C-7-e "Piet Takes a Barge Trip" Library Books Travel Press: Let's Travel in Holland Watts: First Book of Netherlands Dodge: Hans Brinker National Geographic September, 1954 December, 1951

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Dam Square is the picturesque center or heart of the city. The old palace and church, flower stalls, streetcars with bright red mailboxes attached to the back, entire families riding on bicycles and an occasional family dressed in traditional Dutch clothes, add to the colorful picture. This is an obvious difference between cities - Ginza Street in Tokyo and Dam Square in Amsterdam. Amsterdam has such an excellent harbor that it is one of the leading centers of trade in all Europe. Dutch exports of exceptionally fine dairy products, machinery and chemicals produced in their factories, are exchanged for imports of iron, steel and foods which this land cannot produce. Communities and Social Needs will provide reading material for the class. Culmination Use "Things to Do" on p. 169 Communities and Social Needs. Ask such questions as: 1. "Why is a harbor important to a city?" 2. "What do we call the heart or center of Providence?" 3. "What have we found the same in all the cities we have talked about?" Do the "Check-Up Time" on pp. 186-187 in Communities and Social Needs. Start reading Hans Brinker and the Silver Skates.	Reference for Teacher Silver Burdett: Teacher's Ed. People Use the Earth pp.216-34 Laidlaw: Communities and Social Needs pp. 159-169

Audio Visual Materials Index

UNIT I

Filmstrips

SS-N-9-A Robbie's Neighborhood
B Different Neighborhoods
C Sharing With Neighbors
D Neighborhood Workers
E Places We All Own
F In and Out of the Neighborhood
II-SS-M-28-A What Is a Neighborhood?
B Neighborhoods Change
D Working Together in a Neighborhood
E How Goods Come to Us
II-SS-M-33 Making Your Neighborhood Better
II-SS-O-26-E Home We Live In
F People in Our Community
G Working in Our Community
H Knowing Our Community Long Ago and Today
II-SS-W-21-C Maps and Map Projections
SS-S-57-D Drawing a Map
SS-H-25-A Maps--What Are They?
SS-T-9-A Neighborhood Stores
B Crossing a Bridge
C People of Other Neighborhoods
D People at Work
SS-O-30 Our World of Sights and Sounds (3 records-order by set)
a. Sights and Sounds of the Home
b. Sights and Sounds of the Neighborhood
c. Sights and Sounds of the Farm
d. Sights and Sounds of the City
e. Sights and Sounds of the Pet Shop
f. Sights and Sounds of the Amusement Park

Films

N-24 Neighborhoods are Different
W-47 What is a Neighborhood?
C-230 A City and Its People
L-46 Let's Visit a Shopping Center
O-14 Our City Government
W-44 Water in the City
F-227 Farm Family in Winter
F-228 Farm Family in Autumn

Study Prints

T II SP 16 Police Department
17 Fire Department
19 Dairy
20 Supermarket
21 Hospital
24 Neighborhood Friends and Helpers
25 Keeping the City Clean and Beautiful

UNIT II

Filmstrips

SS-L-20 a-i Let's Go and Learn Series
- a. To the Seashore
- b. To the Mountains
- c. To the River
- d. To the Farm
- e. To the Ranch
- f. To the Country Fair
- g. To the Zoo
- h. To the Airport
- i. To the City

E-C-11 City Rhythms (1 record and book)

E-C-12 Child's Life in Big City (5 records--order separately)
- a. Big City Houses and Stores
- b. Animals in the City
- c. Travel in the City
- d. Food in the City
- e. Big City Workers

SS-N-24 a-f Neighborhood Series (3 records and 6 filmstrips Order in sets of 2)
- a. Neighborhoods of Many Kinds
- b. Neighborhoods in the City
- c. Neighborhoods in the Suburbs
- d. Neighborhoods in Small Towns
- e. Neighborhoods in the Country
- f. Neighborhoods Change

SS-T-9 Trips Here and There
- e. Visiting a Village
- f. Visiting a Town
- g. Visiting a Large City
- h. Trip to the Mountains
- i. Having Fun in the City

SS-V-4 Visit to a Ranch

II SS-W-21 h Village, Town, City

SS-N-14 d N.E. Villages, Towns, Cities

SS-O-26 Our Community
- a. Farm
- b. Town
- c. City

II SS-C-66 b Shopping Center

SS-S-22 Suburban Family

SS-S-7 Small Town

SS-W-23 What's Under a City Street?

SS-E-14 Elementary Social Studies Club Series
- a The City: Changes in American Life
- b Flow of Goods and Services

SS-C-34 City Community Series
- a Here is the City
- b Living in the City
- c Working in the City
- d Business in the City
- e Problems in the City'
- f Keeping the City Alive

SS-C-23 a-f Country Community Series

Slides

SL-SS-R-2 (Rhode Island Neighborhood Slides) (15 slides in set)

Film

R-19 Rhode Island
W-31 The City
W-44 Water for the City
C-230 City and Its People
L-46 Let's Visit a Shopping Center

APPENDIX A PRODUCERS AND CONSUMERS

Most people are producers and consumers. As everyone without exception uses goods all people are consumers. Not all people are producers. Reasons for not producing are age--too young, or too old, physical disability, mental incompetence, temporary unemployment, or lack of initiative to work.

There are two kinds of producers. People who make useful goods are producers of goods. People who do useful work for others are producers of services.

Some examples are:

Producers of goods:
farmer, fisherman, carpenter, baker, tailor, manufacturer, writer, composer, chemist

Producers of services:
policeman, fireman, postman, teacher, librarian, sales clerk, doctor, nurse, barber, painter, truck driver, garbage collector.

APPENDIX B BUSHMEN

The Bushmen, one of the most primitive people living today, live in the Kalahari Desert which is in South West Africa and western Bechuanaland. This is a flat, dry, barren land broken only by an occasional baobab tree. This unusual tree, which can grow as tall as 200 feet and as wide as 30 feet in diameter, has huge white flowers and pear shaped, bitter fruit. This fruit is a source of food for the Bushmen during the summer.

Water is the greatest problem in this area. Rain falls for only three months a year starting in December. Between March and December all water dries up and the people must depend largely upon water stored in ostrich shells. A hole is dug with a stick, in the sand where water is expected to be found. The end of a reed is covered with grass, to filter the water, and pushed into the hole. Water is sucked, by mouth, through the reed and stored in the ostrich shells. The reed is left in the hole to be used later.

Roots, berries, onions, pea-like pods, cucumbers and melons all growing wild are the principal foods as well as source of moisture during the long, dry season. Women spend most of their days looking for and gathering these foods as nothing but wild plants will grow in this desolate land.

The Bushmen men are extremely clever hunting, and killing wild antelope, hogs, porcupines, partridges and occasionally giraffe. They use a poisoned arrow that is usually made of bone. Every part of the animal is used for food or clothes. The bones are made into new arrow heads.

There is no formal chief or king of the Bushman. Each family group or band lives and travels together, usually twenty to twenty-five in number. A particular territory is traditionally used by a group and the people move within this area. No really permanent houses are built because as soon as the food and water supply is depleted in any area the group moves on. Often theysimply construct domes of grass for protection from the sun, or settle under a baobab tree. This is very little protection against the extremes in temperature which can vary in winter from 80° at noon to well below freezing at night. Their more lasting type shelters are conical shaped huts made of boughs set in the ground in a circle, tied together at the top and covered with grass.

The Bushmen wear very simple clothing made of animal skins. The men have just a loin cloth, the women an apron and cape all of which are made of leather. The cape is used for carrying babies or food as well as for protection from the sun and cold.

The Bushmen are a dignified, peace-loving people whose only break from the monotony of their lives is their medicine dance and the singing which accompanies it. Physically they are rather small with the men a little over five feet tall and the women a little under. They have dark yellowish skin and tight black curly hair.

Teacher Reference:

Thomas, Elizabeth Marshall, The Harmless People, Vintage Books, 1959. (Social Studies Office)

Gibbs, James, People of Africa, No. 67 Bushmen (King) (at RIC Library)

Film: Bushmen, Remnants of a Race, Encyclopedia Britannica